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ABSTRACT

This report contains two sections: a summary of a conference on state literacy initiatives including the agenda and list of participants, and a series of profiles of the literacy efforts of individual states. The four issues identified and discussed at the meeting were (1) development of state initiatives; (2) coordination and expansion of state delivery systems; (3) assessment, accountability, and communication; and (4) state-level literacy resource development. The information on state literacy efforts contained in the second section was derived from a survey conducted by the National Association of State Boards of Education in preparation for the meeting. Information includes summary descriptions of state literacy coalitions, a comparative chart on state literacy coalitions, summary data on state literacy programs, and a comparative chart on measures of adult illiteracy. Each survey profile was prepared by a lead participant from the state. Not all information was available from all states. (KC)

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# STATE ADULT LITERACY INITIATIVES: REPORT OF A NATIONAL CONFERENCE AND A SURVEY OF STATE PROGRAMS

Prepared by: National Association of
State Boards of Education

Meetings Sponsors:

- B. Dalton Booksellers
- John D. and Catherine T. McArthur Foundation
- Adult Literacy Initiative
  Department of Education

December 19, 1986

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Each survey profile was prepared by a lead participant from the state. Not all information was available from all states.

NATIONAL MEETING ON STATE LITERACY INITIATIVES
AUGUST 18-19, 1986
WASHINGTON, D.C.

On August 18-19, 1986, key representatives of fifteen state literacy initiatives gathered in Washington, D.C. to exchange information with each other and meet with national associations of state policymakers as part of an ongoing effort to improve the state-level leadership of literacy efforts. A list of conference participants and observers is attached.

The problem leaders of the literacy movement are addressing today is a difficult one: as awareness of the economic, social and personal consequences of illiteracy grows, literacy professionals face an increasing demand for their services. At the same time, however, the new fiscal policies of the federal government have resulted in no additional dollars to pay for those services. Inevitably, the states must reassess their role in meeting the needs of illiterate Americans -- for improving both the quality and the quantity of services provided. The two-day meeting at the Hall of the States provided a forum for discussing what can and should be done at the state level to achieve the goals of raising awareness, increasing resources and expanding services.

The meeting began with an overview of significant new public and private efforts to combat illiteracy, either by raising public consciousness or by funding new and exemplary programs. President Reagan's Literacy Initiative, announced in 1983, was credited with inspiring new national interest in the literacy issue, an interest compounded by the addition of a literacy component to a number of federal human services programs, including VISTA, JTPA, and RSVP. In the private sector, publishing concerns like B. Dalton, Family Circle magazine, McGraw-Hill, and the Gannett Corporation have implemented major programs to support adult literacy. The burgeoning of government and industry initiatives places the literacy movement in a new position of power, opening up fresh opportunities for states to obtain the attention of top policymakers and to gain support for their efforts from institutions outside of the public sector.

Next, the planning committee identified six major objectives of a state literacy initiative. First, to build awareness and support from the general public, the private sector, and high levels of state and local government. Second, to formulate partnerships and build coalitions to provide cost-effective, non-duplicative services. Third, to recruit resources from public and private sources to promote literacy efforts. Fourth, to use those new resources to expand programs, producing a pluralistic delivery system capable of accommodating the varying needs of a spectrum of populations and individuals. Fifth, to promote grassroots support and volunteerism and ensure that volunteers have opportunities for training and collaboration with professionals. And sixth, to meet the increasing demand from the public and private sector for accountability, working with local programs to help them prove their effectiveness and justify their costs.

In more specific terms, participants in the first day's discussion identified four broad issues at the core of the state literacy initiative's assignment: 1) development of state initiatives; 2) coordination and expansion

of state delivery systems; 3) assessment, accountability and communication; and 4) state-level literacy resource development. Although the discussions were not directed toward formal consensus and no specific recommendations were developed, the major points raised by participants are summarized below.

## The Development of State Initiatives

One theme constantly emphasized by participants was the importance of legitimizing literacy as a broad issue, establishing its connection to economic development, citizenship, and other major issues.

Virtually all of the state representatives agreed that high-level governmental support is essential to the success of state initiatives, although there was disagreement as to how and when that high-level support should be used. The active leadership and involvement of a governor, an attorney general, a first lady or a state board of education guarantees increased visibility, solid funding leverage, and increased participation at the grassroots level.

There was also agreement that states should involve as many state agencies and private corporations as possible in the state literacy effort. Inclusion of libraries, chambers of commerce, corrections institutions, community colleges, tutoring organizations and literacy volunteer programs, etc. in the state literacy leadership coalition broadens the support base of the initiatives and increases the number of people who will be reached and served by the effort. Meeting participants also emphasized the importance of ensuring that state leaders collaborate directly and continuously with local providers.

## Coordination and Expansion of State Delivery Systems

Participants stated that the state initiative must take responsibility for determining who's doing what. The state group should identify any gaps, duplication or problems in the existing service delivery system. Then, literacy experts from the local and state level may be convened to orchestrate program expansion to fill those gaps and reduce duplication of services.

Another role of the coalition would be to delineate roles of adult basic education professionals and literacy volunteers at the local level. Initiative members could supervise and encourage the interweaving of Laubach, LVA, adult education and other education professionals in meeting the needs of clients.

The state-level leadership should also encourage the replication of the state coordination and leadership at the local level, to work out specific problems and coordinate program overflow and underuse at the local level. The participants noted, however, that one major barrier to effective collaboration at the local level is competition among the various groups for the same resources.

## Assessment, Accountability, and Communication

There was concurrence on the point that investors in literacy are demanding increasing accountability. Documentation of need and evaluation of progress may well be essential to the continuation of political support and funding. While no agreement was reached on what the objectives and methods of evaluation should be, participants agreed that assessment should be carried out at both the state and local level. All participants agreed on the value of "hard," formal statistical evaluations as a means of increasing program credibility with the governor, legislature, and other governance bodies. Several meeting participants also noted that informal, anecdotal reporting -- a few striking vignettes, for example -- can have great impact as well.

Open communication and trust are paramount to the conducting and analysis of evaluations. Evaluations can often create tension and competition; communication that extends from state to local leaders and down to the constituents being served can minimize this problem.

Communication with media, the public and government leaders grows ever more important as traditional funding sources dry up and new ones must be recruited. Literacy officials must be able to "sell" their programs' strengths and have the capacity to respond to critics about their weaknesses. Each program must be able to establish a niche or specialty for itself, and communicate that uniqueness to the public. In addition to regular communication with the media, several representatives asserted that personal contact at the grassroots level had proved for them as important as a full-blown media blitz in recruiting instrumental support for an initiative.

## State-Level Literacy Resource Development

In recent years, the state has been given a greater responsibility for acquiring resources and determining how they should be distributed. Participants noted several important steps in orchestrating the direction of those funds. First, state literacy officials should work to raise the priority of adult literacy at the top levels of government. If a governor or legislature can be convinced to actively support the issue, this can motivate quick action, give rise to new legislation, and place literacy in a better position to receive funding from public and private sources. In addition, literacy efforts should consider piggybacking on "hot issues" being vocally supported by governors, legislatures or the media. If a governor is emphasizing reduction of welfare dependents, for example, the welfare costs of illiterates should be emphasized to tie into this issue. The state literacy representatives can also identify key people in the state (government leaders, legislators, corporate heads, community leaders) who may be willing to lobby on behalf of the literacy issue. Leaders need to consider the strategic benefits of supporting additional funding for current legislation and programs vs. the option of proposing new legislation.

Funding efforts should be undertaken at both the local and state level, participants agreed. Participants also emphasized that it's essential to have funding from both the public and private sector. A large amount of public funding can often discourage private investors, and the reverse may also be true. One state representative reminded the group that corporations can become involved in other ways besides contributing money. Literacy fundraisers should

take a broader, more creative view of resources. In addition to money, corporations can supply a program with valuable equipment, materials, and publicity.

The state coalition should also look for ways of distributing money that focus on unique specialities and services. They should help local coalitions to informally establish the turf of each program and coordinate proposal bids to diminish unnecessary competition among local service providers.

Funding is closely related to the issue of evaluation, some participants stated. Those programs that can prove increasing efficiency must be favored for funding and encouraged to expand, while inefficient programs should be strengthened.

## How National Associations Can Help in State Literacy Efforts

The second day of the meeting focused on ways national associations of state policymakers can assist in states' literacy efforts. Representatives of the National Governors' Association, the National Conference of State Legislators, the National Association of State Boards of Education, the Education Commission of the States and the Council of State Planning Agencies each made presentations discussing their involvement and interest in literacy issues. Following are summaries of their remarks.

Evelyn Ganzglas of the National Governors' Association advised that the literacy movement tie in more closely to the issues of economic competitiveness, jobs, and welfare dependency reduction -- issues at the top of most governors' agendas. She also stressed the importance of accountability and measurement in obtaining gubernatorial support for literacy initiatives. Ganzglas mentioned that the NGA has tentatively planned a white paper on literacy that will be distributed to governors next year.

Peggy Seigel of the National Conference of State Legislatures noted that the Federal Office of Educational Research and Improvement has small grants available to legislatures so that they can study issues of interest to them. She suggested that, with some lobbying on the part of state literacy representatives, key legislators might be willing to propose to OERI a study of illiteracy in their state. She also advised the state literacy representatives to collaborate with teachers and tie in to teacher issues to increase visibility with the legislature. Seigel also promised to maintain an active file on literacy contacts in order to refer any legislative staff who request information to the appropriate expert in the state. The Project PLUS initiative, she added, will likely encourage significant interest among legislators.

Tom Schultz of the National Association of State Boards of Education announced that NASBE members had identified literacy as a priority for the 1987 year, and will address the issue as part of many of its 1987 conferences and forums. He informed the group that NASBE's specific interest regarding literacy is in formulating policy advice on the role of schools and the effectiveness of program models to address the problem. During the next year,

NASBE will attempt to find funding sources, hire staff, and conduct research in these areas.

Barbara Dyer and Judy Chinoketh of the Council of State Planning Agencies noted that the issue of adult illiteracy would be on the agenda at their next national conference next month. They also described their regular State Planning Academies, which bring together key officials from a state to design approaches to solving specific problems. They recommended that literacy advocates propose to the planning staff in their governor's office that the state propose an academy on illiteracy. CSPA has developed a request for proposals on the literacy issue that will be sent to Governors' offices across the country. Meeting attendees will receive a copy of that RFP.

Carolyn Hickey of the Education Commission of the States said that literacy has been adopted as a priority by the membership of her organization, and a National Advisory Panel on Adult Literacy has been created. In addition, ECS has produced a videotape on adult literacy to be introduced this fall, and plans to release a white paper on illiteracy in 1987.

A discussion followed the presentations, chiefly on the most appropriate and effective strategies for gaining attention and resources from policymakers. Suggestions included obtaining and publicizing accurate data on the extent of illiteracy and social/economic costs of the problem on a state-specific basis, establishing research links between economic development and literacy, use of understandable language and definitions in presenting the problem, and "piggy-backing" on other social problems or on the agendas of other state agencies and client groups.

Summarizing and Sharing of Observations

Following lunch, three representatives of the meeting sponsors commented on their impressions of the meeting. Karl Haigler of the U.S. Department of Education highlighted some possible lessons for state literacy campaigns, such as being alert for creative use of existing programs and resources (e.g. use of Chapter I-funded computers by parents, use of Women's Equity Education Act or Legal Education discretionary grants programs, or use of Goodwill Industries training programs). He advocated a state focus for developing statistics and measures of need for programs, and urged an attitude of flexibility about terms and definitions of the problem/targe population in order to garner additional funding (e.g. literacy can be defined as a capability for "independent living" to qualify for funding for disability program).

Peter Gerber of the MacArthur Foundation raised questions in the area of problem definition and program evaluation in his reactions to the meeting. He urged an expansion and refinement of what skills and abilities in what contexts are required for true literacy, arguing that basic reading is only one of the competencies which should be included. This task will contribute to a richer and more accurate statement of benefits from successful literacy training. In the area of assessment, he noted that the profile information collected by NASBE revealed very little outcome data or information on retention rates. He noted that it may be difficult to generate appropriate standards for program success, given the characteristics of students and diversity of program approaches and sponsors. However, he noted that the political context may soon

demand more answers to these questions, based on the increased emphasis on accountability from legislatures in relation to public education.

Jean Hammink of B. Dalton Booksellers began with the assertions that the literacy movement is "on the edge of making a difference" and that the action will be at the state level. Based on the meeting discussion she observed that a particular challenge will be how to draw on the expertise and wisdom of local and state practitioners in shaping a vision for new program development. She noted that leaders of literacy initiatives need to learn how to integrate the energy and resources of the business community and political officials with their practical knowledge and experience.

Feedback from Participants

The meeting concluded with a series of small group discussions on the value of the conference, additional information which would be helpful for states to share, and recommendations for future directions and activities. In terms of valued outcomes, the following points were highlighted:

- Getting acquainted personally and learning about activities in other states.
- Gaining information on the state policy associations.
- "Reenforcement and encouragement about what we are doing".
- Clarification of roles for a coalition or campaign as distinct from the agendas of service providers.
- Development of new frameworks for problems, ideas on how to integrate literacy with other concerns, advantages of a common definition for lobbying.

Needs for further information were also shared:

- Better information on model programs and a definition of "exemplary".
- More information on programs for special populations or in special settings (e.g. rural, corrections).
- Information on contact people in states for specific strategies.
- Additional sample materials from each state such as legislation/publicity.

Suggestions for future activities included sessions on what different providers are doing (e.g. IBM, the military), concurrent sessions to allow more in-depth discussion, expanding participants to include more non-government representation, a focus on next steps for coalitions as opposed to how to get started, and development of a "talent pool" from among group participants.

NATIONAL MEETING ON STATE LITERACY INITIATIVES
Hall of States - Room 263
400 North Capitol Street

AGENDA

Monday, August 18, 1986

9 - 10:00 Introduction/Setting the Stage

Peter Pearson, Minnesota Adult Literacy Campaign
Sharon Darling, Kentucky Department of Education
Karl Haigler, Adult Literacy Initiative, U.S. Department of Education
Peter Gerber, MacArthur Foundation
Jean Hammink, B. Dalton Bookseller

10 - 12:00 Discussion of State Initiative Issues
Martha Williams, facilitator

Review and Modification of Four Broad Issue Areas
1) Develoment of State Initiatives
2) Coordination and Expansion of State Delivery Systems
3) Assessment, Accountability and Communication
4) State Level Literacy Resource Development

12 - 1:30 Lunch

Remarks by observers:

Gail Spangenberg, Business Council for Effective Literacy
Peter Waite, Laubach Literacy Action
Jinx Crouch, Literacy Volunteers of America
Paul Delker, Adult Education, U.S. Department of Education

1:30 - 3:30 Continuation of Discussion of State Initiative Issues
Martha Williams, facilitator

3:30 - 4:30 Summary and Main Points to Be Presented to Associations on Day 2
Martha Williams, facilitator

5:45 - 6:30 Wine Reception hosted by Cambridge

6:30 - 8:00 Dinner at the Sheraton Grand - informal discussions

Tuesday, August 19, 1986

8:30 - 12:30 Interaction of State Literacy Initiatives and State Public Policy Associations

Education Commission of the States
National Governors' Association
Office of the State-Federal Relations
National Conference of State Legislatures
National Association of State Boards of Education
Council of State Planning Agencies
Council of Chief State School Officers

12:30 - 1:30 Lunch

1:30 - 2:30 Summarizing and Sharing of Observations

Peter Gerber
Gene Wilhoit
Karl Haigler
Jean Hammink

2:30 - 3:00 Where to Go From Here

Peter Pearson & Sharon Darling

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Washington, D. C. - August 18-19, 1986

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## ARIZONA

### Organization and Leadership

In October 1985, Arizona's Governor and State Superintendent of Instruction created the Joint Task Force on Adult Literacy. This Task Force, led by the Governor and the Superintendent, is preparing a report, including official goals and objectives, for release in November 1986. Although the Task Force is still in its planning stages, other literacy efforts are in progress in the state. The State Department of Education, with community colleges and volunteer agencies, has created the Arizona Adult Literacy Line (AzALL). AzALL is a toll-free hotline intended to raise the level of public awareness about the literacy problem and to provide services to callers. The State Department of Education has also coordinated a media campaign using public service announcements to inform the public.

### Activities and Achievements

Although the activities and achievements of most of Arizona's literacy projects are yet to be seen, the State Department of Education's programs have already had results. The hotline has increased awareness, put volunteers to greater use, and expanded local provider programs. It has prepared a major financial and program initiative to be presented to the state board and legislature for fiscal year 1988. The Department of Education also intends to increase private-sector funding in 1987. The Arizona literacy efforts have begun to acquaint the public with the extent of the problem and to develop new sources of funding, in order to decrease the number of illiterate adults in the State.

### Recommendations

An important initial step in developing and maintaining a statewide literacy effort is to consult state directors of adult education about existing adult literacy efforts. The consultation will facilitate coordination of these efforts by a statewide organization.

## CALIFORNIA

### Organization and Leadership

The California State Department of Education and the State Library established the California Alliance for Literacy in 1985 to enable the state to carry out the National Initiative on Adult Literacy. The 20-member Alliance creates and supports complimentary adult literacy activities throughout the state. The members represent appropriate agencies and organizations in both the public and private sector, and are volunteers to the Alliance.

### Activities and Accomplishments

The priorities of the Alliance are to reach the illiterate adults who have historically been difficult to reach; to increase collaboration between existing local and regional projects; and to plan interagency staff development and training programs. Since 1985, the Alliance has facilitated the coordination of all adult literacy services in the state, explored further activities and strategies for literacy programs, and collected information on the extent of illiteracy in the state.

The interest of the Alliance in literacy prompted the State Department of Education to fund a study to identify the nature, scope and effectiveness of literacy services in the state. The Alliance's activities have also encouraged interaction between organizations, which has led to literacy conferences, presentations, and some regional literacy coalitions. As the Alliance sparks interest in literacy across the state, other agencies and organizations are joining the effort.

### Recommendations

The California Alliance found that the voluntary membership format maximizes the use of resources and minimizes the cost to the taxpayers. This set-up has also ensured that individuals with a knowledge of the problem are active in the literacy projects.

## CONNECTICUT

### Organization and Leadership

The 23 members of the Connecticut Coalition on Literacy were appointed by the Governor in the fall of 1985. An executive director and the chairperson were appointed in 1986 to lead the Coalition. The membership reflects various sectors who have an interest in literacy; unions, businesses and industry, community and volunteer organizations, and state government. The mission of the Coalition is to increase public awareness of Connecticut literacy problems, to support PLUS, to bring providers of literacy education together, and to develop legislation that will assure delivery of literacy services to those who need them.

### Activities and Achievements

The members of the Coalition are divided into six subcommittees: Public Awareness, Development, Planning, Legislative, Resources, and Jobs for Connecticut's Future. Each committee has a chairperson and individual activities and goals. The Public Awareness Committee develops support for the PLUS campaign and handles all of the media publicity. The Development Committee is responsible for raising funds from all sectors of the community to pay for the five-year plan of action that the Planning Committee develops. The Legislative Committee is charged with developing a legislative package for the 1987 Connecticut General Assembly. The Resource Committee identifies the various programs in the state which provide literacy services, and the Jobs for Connecticut's Future Committee is the link between the Coalition and the Job's for Connecticut's Future study which projects the state's jobs needs into the year 2000. Since it is early in the Coalition's development, most of the Committees are still involved in research and planning, but a toll-free literacy referral service has been established.

### Recommendations

It is too early in the Coalition's development for it to make recommendations on how to establish a successful literacy program in other states.

## GEORGIA

### Organization and Leadership

The Georgia Literacy Initiative was established in February 1984 as a result of the National Initiative from the United States Department of Education. Georgia's 23-member committee, formed to devise a statewide literacy plan, is led by the adult education unit of the Georgia Department of Education. The adult education unit is also providing leadership to eight regional task forces in support of PLUS.

### Activities and Achievements

The committee began work amid a major media campaign that included speeches from the Governor and other public officials and a reception for more than 100 state leaders. It worked for two years to research the state's literacy problem and determine a rational strategy for combatting it. After this two-year period, the committee adopted six recommendations for further action: to create and fund a statewide Coalition for Adult Literacy in Georgia; to take steps to assure that adult general education is funded in future versions of the Quality Basic Education Act; to secure state funding for a comprehensive adult education program; to develop a computer-based directory of existing resources; to establish a toll-free referral service within the State Department of Education; and to employ regional adult literacy coordinators under the State Adult Education Director.

### Recommendations

Georgia advises that tangible support be secured from both the governor and the chief state school officer before planning an initiative.

## ILLINOIS

### Organization and Leadership

The Illinois Literacy Initiative was established in May 1984 when the Governor appointed the members of the Illinois Literacy Council. The purpose of this 36-member Council, chaired by the State Librarian/Secretary of State, is to increase public awareness of adult illiteracy and to obtain both public and private sector support for the fight against adult illiteracy. The 36 members represent public and private literacy interests, including the library and education communities, private business and industries, media and labor, as well as volunteer and community organizations. In addition to these appointed members there are 25 representatives from reading programs across the state. These representatives work on various subcommittees with the Council members.

### Activities and Achievement

The Council has employed various strategies in order to raise the level of public awareness and to increase support for their efforts, including creating a Literacy Office within the State Library to serve as its staff. To obtain data on the extent of adult illiteracy in Illinois, the Council held a series of hearings on the problem. It also sponsered regional and statewide conferences to create and then support a network of literacy services. This year the Council launched a multi-media ad campaign to increase public awareness, and a 1987 linkage with the well-known PLUS should help the publicity effort.

Since the establishment of the Initiative the network of literacy program has expanded from a handful to 150 and is still rapidly growing. The state funding and increased awareness have produced 10,000 new students and volunteers in the last 18 months. The new emphasis on literacy has increased funding, not just from the state, but also from local business and foundations for programs in their areas.

### Recommendations

The Illinois Literacy Council recommends to states considering a similar project that the chairperson be a highly visible public figure and that the Council have statewide representation, staff support, and an office of operations. To get the coalition members immediately involved a start-up agenda should be set up in advance.

## INDIANA

### Organization and Leadership

The Indiana Adult Literacy Coalition began in November 1983 as a gubernatorial task force and is now an official partnership between the offices of the Governor, the State Superintendent of Public Instruction and the State Library. The goals of this 30- to 35-member Coalition are to expand local programs, build local coalitions, promote private-public partnerships, and support quality instruction. The members represent the involved public and private sectors, and the chairperson is appointed by the Governor. Most of the work in this effort is done through subcommittees, whose membership is not limited to the Coalition members.

### Activities and Achievements

At the end of the 1985 project year, the Coalition produced a ten-year plan to reduce illiteracy in the state. The plan depends heavily on grassroots involvement to make effective literacy instruction available to adults in every community. Each year the Coalition will develop a work plan to establish specific annual priorities. The committees will implement programs to accomplish these annual goals.

The formation of the Coalition has had a positive effect on both the funding and the number of literacy programs in Indiana. Since the establishment of the Coalition, the Governor has endorsed the first major funding increase in years, and ABE state funds have been used to train literacy coordinators and tutors. There are now 21 local literacy coalitions throughout the state and adult enrollment in secondary education has risen steadily.

### Recommendations

Based on its experience in the adult literacy effort, the Indiana Coalition suggests that states contemplating these programs obtain support from the highest authority possible and build a strong administrative structure. Although publicity and authority figures are important for visibility, the focus of efforts should be on local action and responsibility with broad statewide involvement.

## Organization and Leadership

In February 1985 the Governor created the Kentucky Literacy Commission to make recommendations to the legislature for a comprehensive plan for adult literacy training. The Commission defined its target population as adults who read at or below a fifth-grade reading level; the number is estimated at 500,000-600,000. The Commission became a statutory body in July 1985 during a special legislative session of the General Assembly. It is composed of 20 members, appointed by the Governor, from businesses, state agencies, local governments and program providers. The decision-making for the Commission is done by its executive committee.

## Activities and Achievements

The primary purposes of the Commission are to increase public awareness of the magnitude of Kentucky's literacy problem and to mobilize possible funding sources. It has also been encouraging and providing support to the new local literacy programs across the state. The Commission has already begun work on these efforts and intends to start many more activities. Among them are: to maintain reliable data on the problem; to promote cooperation and communication among service providers; to collect, monitor, and expand both public and private sector funds; to facilitate business and industry in addressing the problem; and to provide a referral system. The Commission also intends to establish a tax-exempt, non-profit corporation to receive private donations; the corporation will be known as the Kentucky Literacy Corporation.

The 1986 General Assembly, on the recommendation of the Governor, provided a small amount of money for a literacy effort in each county of the state. This was the first state funding for literacy. A large private foundation in the state contributed funds that enabled the Commission to install and operate a toll-free information and referral line. Without the Commission, these efforts would probably not have gotten the public support they needed to obtain funding.

## Recommendations

The Kentucky Commission attributes its success to the development of a broad base of support from both public and private sectors, with a visible, high energy person at the head. It recommends that other states be aware of possible "turf" problems and guard against them from the onset. Members should all be committed to a clearly defined common goal before work is attempted.

## Organization and Leadership

The Michigan Adult Literacy Initiative was introduced in the State Board of Education's Better Education for Michigan's Citizens: A Blueprint for Action and was developed by a statewide committee representing education, industry, labor and other community groups and agencies. The Initiative is a five-year plan intended to reduce illiteracy in Michigan by 50% by coordinating and enhancing literacy efforts at the local level. Leadership for the Initiative comes from the Board and the Statewide Literacy Coordinated Committee and its activities are coordinated by the Adult Extended Learning Services Area of the Michigan Department of Education. The staff includes two statewide coordinators and thirteen part-time regional facilitators.

## Activities and Achievements

To achieve its goal of a lower illiteracy rate, the Initiative has adopted three main strategies: a publicity campaign to increase public awareness of the extent of the problem in Michigan; establishment of improvement of local literacy programs; and recruitment and training of 3,000 literacy volunteers. After only one year of joint effort, the number of local literacy organizations has tripled, and 95 percent of the state's urban areas have developed or are in the process of developing community- or county-based awareness activities and improved local literacy services. Public awareness has increased due to media involvement with PLUS, the publication of more than 300 articles in local magazines and newspapers, and two statewide and 11 regional conferences.

Since Michigan already has an extensive adult basic education system in the local school districts, the community colleges and literacy organizations; the Initiative's emphasis is on coordinating these separate local programs. By linking the local efforts, new financial resources have been found and literacy efforts have been more successful. For example, in Detroit three major literacy efforts were coordinated by creating the Detroit Adult Reading Excellence (DARE) organization which has already had significant impact in the Detroit area.

## Recommendations

Broad representation, at both the state and local levels, is essential for states to develop effective literacy initiatives. Public awareness of the existence of the problem of illiteracy is the key to solving it, but the state cannot rely solely upon the public. Successful initiatives must have state funding.

## Organization and Leadership

The Minnesota Adult Literacy Campaign was recommended in December 1984 by a gubernatorial task force. The Campaign involves a non-profit organization to conduct public awareness and referral activities; the Literacy Coalition, a group of service providers and other groups interested in literacy; and a temporary Governor's Advisory Committee to submit a long-range plan by 1987. The Campaign was created to facilitate coordination between literacy providers, to help identify additional resources for literacy programs, to increase enrollment in literacy programs, and to develop a long range plan.

## Activities and Achievements

The Campaign has gone through three major stages since the task force's report. The three groups met throughout 1985 to plan and organize the Campaign structure. In 1986, the Campaign was incorporated as a new organization with restated mission and long-term goals. In the third stage, late 1986, the Campaign has begun its activities of conducting a statewide survey as the basis of a long-range plan, increasing activities to stimulate public awareness, and becoming involved in legislative efforts for literacy programs. The projects now being implemented in this third stage are the result of recommendations of the restructuring. Activities are still in their initial stages.

The efforts of many literacy groups in Minnesota are becoming apparent as literacy is becoming more of a priority within the state. Initially, the Campaign worked with many of the literacy groups to clarify the definition of literacy and document the number of illiterates in the state. The legislature passed a bill which allows school districts to levy 1/10 of a mill for literacy programs to help increase funding. The heads of statewide literacy programs are sharing information and coordinating their efforts through monthly meetings and by linkages with PLUS. Although the Campaign is in the beginning stages, the literacy efforts throughout the state are working cooperatively to fulfill the mission of the statewide initiative.

## Recommendations

The Minnesota Campaign believes that extensive initial planning is necessary for the operation of a successful literacy initiative. Until a broad consensus about mission and goals is achieved, all activities should be kept to a minimum. The support of a high ranking official also helps the literacy efforts by providing a means of securing funds. Also forums must be present which allow for input from both providers and business/community leaders. The forums may be separate but ongoing communication between groups is essential.

## MISSISSIPPI

### Organization and Leadership

The Governor's Adult Literacy Initiative began in April, 1985, following a meeting of local literacy providers and educators. The Governor appointed an Adult Learner Task Force of 21 members to address adult literacy and adult post-secondary needs and to make subsequent recommendations to the Governor. Many of the Task Force's recommendations have been implemented;others will be phased in over a period of time. The Adult Literacy Initiative was created to increase the basic skills of functionally illiterate adults. It is administered by the Department of Planning and Policy and the literacy programs are coordinated and managed by a Literacy Coordinator in the State Department of Education.

### Activities and Achievements

In order to achieve higher literacy rates, the Initiative is targeting geographic areas with a high percentage of individuals who have not completed high school. By using data gathered in the 1980 census, the Initiative knows where to focus its literacy efforts. The recommendations of the Task Force were implemented in April 1986 with 12 literacy projects serving as models. The program will expand to include eight more projects in fiscal year 1987. Each year, new projects will be brought into the Initiative's program until all 82 counties are participating. In September 1986, a statewide conference on adult literacy was held to help increase public awareness and support of the Initiative's efforts to fight illiteracy in Mississippi.

### Recommendations

For states wishing to implement similar literacy projects, success depends upon involving the governor's office. Activities sponsored by the governor tend to receive more attention and support. To further add to a broad statewide support system, state agencies such as the State Department of Education, the Library Commission, and the State Aging Office should be involved. This wide base will increase the program's pool of resources and support.

## Organization and Leadership

The Missouri Coalition for Adult Literacy was founded in July 1985 in order to improve the recruitment, training and placement of voluntary literacy tutors throughout the state. Since this tutoring takes place in Adult Basic Education programs, the local Coalition projects are supervised by ABE Directors. They are aided by five area coordinators and a director. Two regional coordinators oversee the whole project.

## Activities and Achievements

To facilitate its work with the literacy volunteers, the Coalition developed two stages for the project. In the first stage, it devised a plan for tutor recruitment, training and placement; created a database to check the effectiveness of the efforts; and gathered information to establish a literacy resource center and clearinghouse. After this initial planning and preparation stage, the Coalition began implementing its plans for the volunteer tutors, maintaining and supporting the resource center and clearinghouse, increasing media publicity of the problem of illiteracy (in part by working with PLUS), and finally, establishing a hotline for students and volunteers.

These two complete stages in the project's development helped make Missouri's literacy efforts more efficient and more effective. With the increased media coverage came more corporate and government funding. Thirty-two literacy initiatives and many local coalitions have been established across the state due to the efforts of the Coalition's coordinators and PLUS task forces. And on the individual level, the tutors are better trained, supported and much more coordinated as a whole group.

## Recommendations

The Missouri Coalition has found that the important factor in adult literacy education is the volunteer tutor. The State's programs must include a volunteer coordinator who can recruit, train and place these tutors. This training should continue through in-service training workshops even after placement. Once the tutors are in a program, a "buddy system" is used between two tutors. Through this system the tutors receive practical advice and moral support. In order to attract large numbers of these volunteers, multi-media publicity is essential.

## Organization and Leadership

The New York State Education Department is funding and administering a Statewide Marketing Campaign "New York, You Can Read," which will make local governments, businesses, and community leaders aware of various adult education services they can provide. These literacy efforts are operated by the Director of the Division of Adult and Continuing Education Programs and are coordinated with the Adult Learning Services Advisory Council to the Commissioner, New York State Literacy Volunteers, the State's Library System, PBS stations and the Local Special Literacy Task Forces.

## Activities and Achievements

Several projects are launched this year in a campaign to increase adult literacy in the State. The year-long, statewide public awareness campaign for adult literacy is designed to inform the public of the problem of adult illiteracy and engage support to solve it. In addition, through training, local adult basic education program managers will learn to better identify, recruit and enroll adults needing their services and to mobilize all community resources in solving this serious problem. Posters, brochures and PSA's will feature the "New York, You Can Read" message. A special advisory committee is being established, with plans being developed for a major literacy event.

The State has also established an 800 number providing toll free telephone service to enable the identification of adults interested in literacy programs. Callers are provided with information about programs in their area. At the same time, local programs will be alerted to interested adults in their area of service. The 800 number is included in PLUS public service announcements and programming and the "New York, You Can Read" information. Since September 3, 1986, over 3,000 calls have been received.

Another initiative with PBS stations involves the State Education Department and 20 local program managers who are implementing a television series to help prepare adults take the State High School Diploma Equivalency Test. This series includes 43 half-hour television programs covering three basic skills areas: reading, writing and arithmetic. It was prepared as the Kentucky Educational Television GED series. The problems of adult illiteracy was also highlighted with a proclamation by Governor Mario M. Cuomo designating September 1986 as Adult Literacy Awareness Month.

Through these initiatives, there has been an increase in the number of people enrolling in adult basic education and other literacy programs. The State aid program for literacy and basic skills called the Employment Preparation Education Program, which was proposed by the Regents, endorsed by the Governor and enacted into law by the State Legislature in 1984, will be our major resource in meeting the challenge of the marketing campaign.

## Recommendations

New York's recommendation is to encourage the development of a coordinated network of literacy services at the State, regional and local levels involving the governmental, volunteer and private sectors.

## Organizational and Leadership

As a result of the first statewide conference on adult literacy in June 1985, a Steering Committee was named to begin work on a plan for the formation, structure, and operation of The Ohio Literacy Network. The 1985 Conference was hosted by The Columbus Literacy Council and supported by a Community Education Planning Grant awarded by The Ohio Department of Education.

It is the intention of the Steering Committee for the Network to serve as a clearinghouse for information, material, and technical assistance to promote and improve adult literacy services in the state. Steering Committee members represent a broad cross-section of public and private provider groups.

## Activities and Achievements

The Steering Committee has organized plans for the Ohio Literacy Network by establishing long- and short-term goals, outlining an operational structure, creating a set of By-laws, and selecting a governing board. Planning for the conduct of a second statewide conference, to be held in June 1987, is underway. Additional activities have included the publication of a Resource Directory of known literacy programs and a newsletter. The Directory listings will be added to a statewide computer information system operated by OHIONET, and made available to its subscriber libraries throughout the state.

The Network intends to encourage and/or conduct other activities in the areas of fund development, identification of unmet needs, communication and coordination of services, expansion of existing delivery systems, establishing new programs, advocacy for increased awareness for greater financial support, and promotion of corporate and business participation. The primary objective is to reduce the number of illiterate adults in the state.

## Recommendations

The Ohio Literacy Network would advise other states beginning projects to secure broad and appropriate representation including associations and coalitions; seek professional, legal and accounting advice; and to keep the central focus of its efforts on the unmet needs of students.

## Organization and Leadership

A 1984 meeting of state agencies and local providers who deal with adult literacy problems led to the formation of the Virginia Literacy Coalition. The group consists of professionals and volunteers, including educators, journalists, public information officers, and librarians. A Board of Directors administers projects for the Coalition.

A second focus of initiative is the leadership of the First Lady of Virginia, Jennie Baliles. Beginning in January, 1986, her staff organized the Working Literacy Committee to coordinate existing literacy efforts and raise the literacy level in the state. The Committee compiled a directory of existing literacy programs and proposed initiatives to coordinate and expand services across state departments and agencies and in the private and voluntary sectors.

## Activities and Achievements

The Working Literacy Committee has led to a proposal for a Virginia Literacy Foundation which will be incorporated as a focal point for private and voluntary efforts in adult literacy. The Foundation Board will be comprised of state officials, media representatives, local literacy provider representatives, and leaders from the business community. The Foundation will take leadership in fundraising, media efforts to publicize the problem of adult illiteracy, and program coordination. The Foundation will utilize the Literacy Coalition to initiate new local literacy groups, provide training to program developers and volunteers, provide assistance in program evaluation and accountability, and serve as a professional organization for local program providers.

The Coalition held a literacy conference with the Virginia Library and the State Department of Education. A newsletter, training manuals and books have been published in order to open lines of communication and to standardize teaching practices. Coordination is increasing as more information is shared. Its other efforts, which focus on increasing public awareness of the problem, include using the media, distributing a quarterly newsletter and meeting with community volunteers, local leaders and others to develop a cooperative plan of action.

## Recommendations

Both of these groups recommend that other literacy programs have a broad grassroots base and specific goals for each project. The Coalition suggests that the Department of Education have a clear, defined role in the project. Strong fundraising efforts and a paid staff are essential elements of a successful campaign that Virginia is lacking. Each group believes that they are making progress towards an achievable goal and this is important to remember when the project is in the developmental stages.

## WEST VIRGINIA

### Organization and Leadership

The West Virginia Department of Education established the Adult Literacy Coalition in 1985 to stress the importance of literacy as a cornerstone for economic and personal development in the state. The Coalition has more than 50 members from state agencies, volunteer programs, business, media and many other areas of the community. The Governor is an integral part of the literacy movement in West Virginia. His high visibility brings the problem to the public's eye.

### Activities and Achievements

The Coalition's central goals are public awareness and program support. The goal of public awareness is being reached by documentaries, public service announcements, news releases, billboards, and speeches by the Governor. To support programs, the Coalition is finding funding sources, holding conferences and regional meetings, dealing with the appropriate state agencies to discover target populations and creating a cable television show that teaches basic reading skills. This last innovation is not only bringing the problem to light, but also is helping to directly fight illiteracy.

The outcomes of the literacy initiatives include the establishment of a toll free number for information and referral, passage of legislation (Senate Bill #462), increases in networking between programs and agencies throughout the state and the planning of the 1985 Cornerstone Conference to develop awareness of the magnitude of the literacy problem in West Virginia.

The Coalition is currently working with different organizations and agencies on implementing other literacy programs as well. Coordination has been achieved with ABE and Human Services for provision of personnel and services and with the State Department of Education for the consignment of funds from foundations. The Coalition is seeking money for the KET GED series and a Coalition member is coordinating the PLUS program in the state.

### Recommendations

The participation of the governor in a highly visible role is essential to the success of a state's literacy efforts. But other participants should come from diverse areas of the community, including those who can identify students or provide funds. In order to test the validity of a project's theories or the results of efforts a uniform data system is necessary.

## CHART I
## COMPARATIVE DATA ON STATE INITIATIVES

| State | Funding/Source | Type of Effort | Original Impetus |
|---|---|---|---|
| AZ | $=AEA and State Vocational | Coalition/ Administrative Partnership | Governor and State Super. |
| CA | State and "in kind" | Coalition/ State-wide Committee | Department of Education and State Library |
| CT | Department of Education $115,000 & staff | Coalition/ State-wide Committee | Governor |
| GA | $-Department of Education and Private donations | State-wide Committee | Department of Education |
| IL | $---/State Agencies | Coalition/ Administrative Partnership | Governor |
| IN | $---/State ("in kind") and Private | Coalition/ Administrative Partnership | Governor |
| KY | $-Department of Libraries/Archives & Dept. of Ed. | State Commission established by legislation | Governor |
| MI | $---/State and Federal | Statewide Committee/ Administrative Initiative | State Board of Education |
| MN | $245,000/Private | Non-Profit Corporation/ Coalition/Governor's Advisory Committee | Governor |
| MS | $300,000/AEA, JTPA & Private | Administrative Initiative | Governor |
| MO | $100,000/AEA & Private | Coalition/ Administrative Initiative | Department of Education/Private |
| NY | $100,000/AEA | Administrative Initiative | Department of Education |

| State | Funding/Source | Type of Effort | Original Impetus |
|---|---|---|---|
| OH | $2,500 + Fees/ State Grant & Private | Conference/ Planned Network | Department of Education/local Literacy Council |
| VA | $2,000 + Dues/ Private | Incorporated Coalition | Interested Providers First Lady |
| WV | $173,000/AEA & JTPA | Coalition/ Administrative Partnership | Superintendent |

Summary Data on State Programs - Arizona

| PROGRAM SPONSOR | Student Enrollment | Total Annual Budget | Criteria for Student Eligibility (if any, e.g., reading level/age/ yrs. of school/income) |
|---|---|---|---|
| School Systems | (footnote) | | |
| [redacted] | 21,000 | | ABE-GED-ESL-Citizenship |
| Community Colleges | | | |
| Technical Schools | | | |
| Other Postsecondary Institutions | Unknown | | |
| Correctional Institutions | 3,500 | | |
| Libraries | Unknown | | |
| Voluntary Organizations | | | |
| Non-Profit Groups | 7,000 | | ABE-GED prep-ESL |
| Private Sector Organizations | Unknown | data being gathered | |
| Labor Unions | Unknown | | |
| Other: Military - Arizona has a large military population with educational opportunity for military personnel and dependents. | | | |

Footnote) The FY '86 figues are not available.
These student enrollments are approximations since they include ABE, GED prep, GED, ESL, citizenship and volunteer tutorial efforts.

**Summary Data on State Programs** - California

| PROGRAM SPONSOR | Student Enrollment | Total Annual Budget | Criteria for Student Eligibility (if any, e.g., reading level/age/ yrs. of school/income) |
|---|---|---|---|
| School Systems | 624,411 | $68,000,000 | Students must function below 8th grade level. |
| Employment/Training orgs. | | | |
| Community Colleges | 94,680 (non-credit ABE & ESL) | | |
| Technical Schools | | | |
| Other Postsecondary Institutions | | | |
| Correctional Institutions | 9,500 | | |
| Libraries | 10,000+ | $4,500,000 | |
| California Literacy, Inc. Voluntary Organizations | 11,000 | $ 150,000 | Students must function below 5th grade level. |
| Non-Profit Groups | | | |
| LVA, AOIP, others Private Sector Organizations | 9,000 est. | | |
| Labor Unions | | | |
| Other: _____ _____ | | | |

**Summary Data on State Programs** Connecticut

| PROGRAM SPONSOR | Student Enrollment | Total Annual Budget | Criteria for Student Eligibility (if any, e.g., reading level/age/ yrs. of school/income) |
|---|---|---|---|
| School Systems | 43,553 | | Americanization - ABE - ESL - High School Completion |
| Employment/Training orgs. | | | |
| Community Colleges | | | |
| Technical Schools | | | |
| Other Postsecondary Institutions | | | |
| Correctional Institutions | 1,096 | | ABE - ESL - GED |
| Libraries | | | |
| Voluntary Organizations | | | |
| Non-Profit Groups | 2,404 | | ABE - ESL - GED |
| Private Sector Organizations | | | |
| Labor Unions | | | |
| Other: _____ _____ | | | |

SOS = Secretary of State's Literacy Grant Program
ISBE = Illinois State Board of Education grant funds
LSCA = Library Services and Construction Act funds awarded by Illinois State Library

**Summary Data on State Programs** FISCAL YEAR 1986 - Illinois

| PROGRAM SPONSOR and Regional Offices of Education | Student Enrollment: 10,000 literacy students served | Total Annual Budget: SOS | ISBE | LSCA | Criteria for Student Eligibility (if any, e.g., reading level/age/ yrs. of school/income) |
|---|---|---|---|---|---|
| School Systems | 16% | 191,184 | 183,355 | | Definition of Adult Illiterate: |
| Employment/Training orgs. | | | | | A person 16 years or older, not currently enrolled in school, |
| Community Colleges | 41% | 136,061 | 241,475 | | with a reading level 0 - 5.9. |
| Technical Schools | | | | | Programs receiving funding must include a volunteer component |
| Roosevelt Univ SIU-Edwardsville Other Postsecondary Institutions | 3% | 71,449 | | | which assists with the program. |
| Correctional Institutions | 2% | 44,926 | 4,000 | | |
| Hi/lo collections, materials public awareness Libraries | N.A. 12% | 296,325 | | 700,000 | |
| LLA, LVA Voluntary Organizations | 4% | 95,277 | | | |
| Community-based orgs. Non-Profit Groups | 18% | 424,556 | | | |
| Private Sector Organizations | | | | | |
| ESL Material Distribution ~~Labor Unions~~ | N.A. 2% | 36,353 | | | |
| Other: Incorporated Local Literacy Council | 2% | 46,057 | | | TOTAL: $3,071,396 |

The data shown reflects a close estimate of numbers and dollars for literacy volunteer efforts only. It does not include related traditional Adult Basic Education (ABE) efforts for low level reading adult students (0-5.9).

**Summary Data on State Programs** - Indiana

| PROGRAM SPONSOR | Student Enrollment | Total Annual Budget | Criteria for Student Eligibility (if any, e.g., reading level/age/ yrs. of school/income) |
|---|---|---|---|
| School Systems & Other ABE Providers | 40,000 (Duplicated) | $5.5 M | Data not separated by level. Serve adults over 16, out of school, with less than high school. |
| Employment/Training orgs. | Data not Available | | Low income. Most will not take person functioning below 6th grade level. |
| Community Colleges | No Community Colleges in Indiana. | | |
| Technical Schools | Data not Available | | Have remedial and developmental programs. Most serve 5th grade and up. |
| Other Postsecondary Institutions | Data not available | | Have remedial and developmental programs. |
| Correctional Institutions | 9324 | $1.2 M | Have extensive ABE and GED programs for adult inmates who want them. |
| Libraries | Data not Available | | |
| Voluntary Organizations | 700 | NA | Adults who read below 5th grade level. Some serve ESL learners. |
| Non-Profit Groups | Data not Available | | |
| Private Sector Organizations | Data not Available | | |
| Labor Unions | Data not Available | | |
| Other: _____ _____ | | | |

**Summary Data on State Programs** - Kentucky

| PROGRAM SPONSOR | Student Enrollment | Total Annual Budget | Criteria for Student Eligibility (if any, e.g., reading level/age/ yrs. of school/income) |
|---|---|---|---|
| School Systems | 23,000 | 1,427,000 | 16 years or older, not enrolled in school; Below 8th grade completion |
| Employment/Training orgs. | 1,250 | 577,000 | Economically disadvantaged, 16 or over and out of school; below 8th grade completion |
| Community Colleges | | | |
| Technical Schools | 70 | 25,000 | 16 years of older, not enrolled in school; below 8th grade completion |
| Other Postsecondary Institutions | | | |
| Correctional Institutions | 1,895 | 200,000 | 16 years or older below 8th grade completion |
| Libraries | 1985-1986 1,237 | 165,000 | No income restrictions Must read at or below 5th grade level not involved in school |
| * Voluntary Organizations | | | |
| Non-Profit Groups | | | |
| Private Sector Organizations | | | |
| Labor Unions | | | |
| Other: _____ _____ | | | |

* There are several Laubach Literacy Councils within the state which receive no funding through agencies and are not required to report enrollment.

**Summary Data on State Programs** - Michigan

(Generally students eligible for services listed below are uneducated or undereducated or unemployed or underemployed)

| PROGRAM SPONSOR | Student Enrollment | Total Annual Budget | Criteria for Student Eligibility (if any, e.g., reading level/age/ yrs. of school/income) |
|---|---|---|---|
| | | State School Aid allocated for ABE & literacy programs | |
| School Systems | 55,337 | $30,741,108 | Adults reading below the sixth grade level for federal ABE funds. Progress must be shown. |
| Employment/Training orgs. | 1,421 | | Unemployed and underemployed must meet JTPA income guidelines |
| Community Colleges | 453 | | Very actively involved at the local level. Statewide plans being developed for on-going volunteer training |
| Technical Schools | 902 | | Coordination on-going through local literacy councils |
| Four year colleges and universities<br>Other Postsecondary Institutions | 150 | | Plans being developed with 4-year institutions relative to research related needs |
| Prisons and County jails Correctional Institutions | 3,103 | Prisons 111,360 | In house A.B.E. Model being developed at one institution for peer inmate literacy tutoring |
| Libraries | 79 | | Extensively involved at the local level. Library of Michigan made available $125,000 to local Library literacy effo |
| Voluntary Organizations | 4,369 | | Have tripled in the past year |
| Non-Profit Groups | 4,019 | | Undereducated |
| Private Sector Organizations | 244 | | Private industry involved at local level. Plans being made in year two of the initiative to extensively involve the private sector |
| Labor Unions | 45 | | Same as above |
| Other: _____<br>_____ | | | |

**Summary Data on State Programs - Minnesota**

| PROGRAM SPONSOR | Student Enrollment | Total Annual Budget | Criteria for Student Eligibility (if any, e.g., reading level/age/ yrs. of school/income) |
|---|---|---|---|
| School Systems | 23,912 | 3.1 mil | 18 years of age & older & out of school - some programs don't have resources to serve lowest level readers |
| Employment/Training orgs. | | | |
| Community Colleges | 4,800 | 5.1 mil | functioning below 12th grade level and enrolled in community college |
| Technical Schools | 12,100 | 6.5 mil | functioning below level necessary for vocational program and enrolled in vocational school |
| Other Postsecondary Institutions | | | The University of Minnesota and the state university system offer remedial & tutorial help to students. ~~However, these programs are not part~~ of our campaign. |
| Correctional Institutions | 348 | 63,000 | Figures are for State Correctional Facilities only. County Correctional Institutions are included in Sch. Sys. figures above. |
| Libraries | no direct | service | |
| Voluntary Organizations | 4,963 | 250,000 | Minnesota Literacy Council - non-profit group - one to one tutoring for adults ~~at 0 - 4 reading level~~ |
| Non-Profit Groups | est. 1,500 | approx. 2.0 mil | varies from program to program |
| Private Sector Organizations | | | |
| Labor Unions | | | |
| Other: Refugee ESL programs | 4,400 | 981,000 | Refugee in residence less than 31 months - possibly in 86-87 this will go down to 18 months |

Mississippi

Summary Data on State Programs

| PROGRAM SPONSOR | Student Enrollment | Total Annual Budget | Criteria for Student Eligibility (if any, e.g., reading level/age/ yrs. of school/income) |
|---|---|---|---|
| School Systems | 539 | $60,000 | For each of these program areas the enrollee must be at least 16 years of age and older, not enrolled in school and with a reading level from 0-4. |
| Employment/Training orgs. | | | |
| Junior Community Colleges | 159 | $19,000 | |
| Technical Schools | | | |
| Other Postsecondary Institutions | | | |
| Correctional Institutions | | | |
| Libraries | 150 | $32,000 | |
| Voluntary Organizations | 25 | $ 3,000 | |
| Non-Profit Groups | | | |
| Private Sector Organizations | | | |
| Labor Unions | | | |
| Other: _____ _____ | | | |

Summary Data on State Programs - Missouri

| PROGRAM SPONSOR | Student Enrollment | Total Annual Budget | Criteria for Student Eligibility (if any, e.g., reading level/age/ yrs. of school/income) |
|---|---|---|---|
| School Systems 84-85 ABE | 25,876 | 2,234,360 Federal<br>810,178 State | |
| Employment/Training orgs. | | | |
| Community Colleges | included | | |
| Technical Schools | included | | |
| Other Postsecondary Institutions | included | | |
| Correctional Institutions | included | | |
| Libraries | | | |
| Voluntary Organizations | | | |
| Non-Profit Groups | | | |
| Private Sector Organizations | | | |
| Labor Unions | | | |
| Other: _____ _____ | | | |

## Summary Data on State Programs — New York

| PROGRAM SPONSOR | Student Enrollment* | Total Annual Budget* | Criteria for Student Eligibility* (if any, e.g., reading level/age/ yrs. of school/income) |
|---|---|---|---|
| School Systems | 115,553 | 27,119,182 | ABE 0-7 reading level; GED 7+ reading level; Age 18; economically disadvantaged |
| Employment/Training orgs. | N/A | | |
| Community Colleges | 1,002 | 9,060 | |
| Technical Schools | N/A | | |
| Other Postsecondary Institutions | 4,602 | 2,089,434 | |
| Correctional Institutions | 7,500 | 9,604,395 | |
| Libraries | 60 | 10,150 | |
| Voluntary Organizations | 5,048 | 207,997 | |
| Non-Profit Groups | 5,073 | 2,013,383 | |
| Private Sector Organizations | 5,073 | 721,663 | |
| Labor Unions | 2,500 | 320,820 | |
| Other: BOCES | 15,221 | 1,537,981 | |
| JTPA | 6,928 | 4,200,000 | |
| TOTALS | 168,660 | 47,834,065 | |

*For AEA, WEP and State Aid Funded Programs (EPE) and MAC - 1984-85

III. Summary Data on State Programs: Ohio

| PROGRAM SPONSOR | Student Enrollment | Total Annual Budget | Criteria for Student Eligibility (if any, e.g., reading level/age/ yrs. of school/income) |
|---|---|---|---|
| School Systems | 60,000 | 7.5 m | 1. Less than twelve years of education or its functional equivalence. 2. Beyong age of compulsory school attendance (18 in Ohio) |
| Employment/Training orgs. | NA | | |
| Community Colleges | NA | | |
| Technical Schools | NA | | |
| Other Postsecondary Institutions | NA | | |
| Correctional Institutions | 3,500 | NA | Enrolled in programs sponsored by institutional education departments. |
| Libraries | 4,000 | NA | No formal criteria: serve in a variety of roles including classroom and tutoring space, special collections other support and direct services. |
| Voluntary Organizations | 3,000 | NA | Out of school youth and adults reading below 3-5th grade equivalency level. |
| Non-Profit Groups | NA | | |
| Private Sector Organizations | NA | | |
| Labor Unions | NA | | |
| Other: Not Available/NA | NA | | |

NOTE: Most of this information at this time is undocumented and what is indicated here is estimated. However, the compilation of a service provides directory and subsequent surveys will hopefully lead to a more complete profile in this area.

7/86

Summary Data on State Programs - West Virginia

| PROGRAM SPONSOR | Student Enrollment | Total Annual Budget | Criteria for Student Eligibility (if any, e.g., reading level/age/ yrs. of school/income) |
|---|---|---|---|
| School Systems (ABE) | (NA) | $2,348,000 | Ages 16 and up, not in school. |
| Employment/Training orgs. | | | |
| Community Colleges | | | |
| Technical Schools | | | |
| Other Postsecondary Institutions | | | |
| Correctional Institutions | | | |
| Libraries | | | |
| Voluntary Organizations | 700 | $200,000 | |
| Non-Profit Groups | | | |
| Private Sector Organizations | | | |
| Labor Unions | | | |
| Other: _____ _____ | | | |

## CHART II

## REPORTED MEASURES OF ADULT ILLITERACY

| State | Illiteracy Definition | Identification Criteria | Extent of Problem |
|---|---|---|---|
| AZ | PL 91-230<br>U.S. Dept. of Ed.<br>PLUS & APL | Varies locally. | ---------- |
| CA | Functional | Varies locally. | 4.8 million adults |
| GA | Functional/8th grade level skills | Varies locally. | 720,238 adults have less than 8 years of schooling |
| IL | Over age 16, not in school, and below 6th grade reading/writing. | Varies locally. Testing required in state-funded programs. | 17% of Whites<br>22% of Blacks &<br>47% of Hispanics<br>do not have a<br>9th grade education. |
| IN | Functional. | Below 5th grade skills as measured by formal and informal assessment. | Adult performance level study shows 20% functional illiteracy. |
| KY | Below 5th grade reading | Projections from 1980 Census data | 500-600,000 adults |
| MI | Functional. | Varies locally. | 13-15% of adults do not have a 9th grade education. |
| MN | Functional/below 12th grade skills. | Over age 15 and not in school (85% participants have no diploma). | 671,000 adults do not have a 12th grade education. |
| MS | Functional. | Over age 15, not in school and 0-4 reading level. (For school programs) | ---------- |
| MO | ---------- | Below 5th grade education, foreign born. | ---------- |

| State | Illiteracy Definition | Identification Criteria | Extent of Problem |
|---|---|---|---|
| NY | Age 18 or over with no diploma or equivalent (AEA). | Varies locally. | 4 million adults have no diploma. 2 million are functionally illiterate. |
| OH | Various (Functional, below 5th grade reading, no 9th grade education). | Varies locally. | 2.2 million adults have less than 12 yrs of education. Roughly 1 million functional illiterates. |
| VA | Functional. | 9th grade level | 1,650,000 adults are functionally illiterate. 3,131,000 have no 9th grade education. |
| WV | Age 16 or over and not in school (ABE). | Low grade level completion, 0-4 reading level. | 29% of those over 18 have no 12th grade education. |